

Teachers' Competency Self-Evaluation Framework

The Central Board of Secondary Education continuously works for bringing qualitative development in all its schools. Teachers have a pivotal role in maintaining the academic and developmental standards in a school. Board has issued outcome-based Affiliation Bye-laws along with well-formulated in-service Teachers' Training Policy and taken several other measures for the betterment of its teachers.

CBSE believes that most of us are self-motivated, committed, positive and progressive in outlook. Nevertheless, it is recommended that the teachers of CBSE affiliated schools must also be able to undertake a process of self-evaluation to enable them to find gaps in their own learning/functioning so that they can embark on the path of self-development and need-based capacity building. For this purpose, a ***Teachers' Self-Evaluation Framework*** has been developed.

This framework is introspective in form, focussing towards self-improvement through truthful self-analysis. This framework will also help teachers in assessing their strengths and realizing the weaknesses or areas of improvement. It has seamlessly integrated experiential learning pedagogy at the relevant places.

Eighteen major aspects related to the daily lives of teachers have been selected for this self-evaluation framework. These include: *Communication Skills, Subject Competency, Professional Development Measures, Stakeholders' Satisfaction, Ethical Standards, Gender Sensitivity* etc. There may be duplication in some aspects within each competency: this has been done with the specific objective that, on its own, and if read separately, each competency is complete in itself.

All teachers must go through it for self-assessment for improving their competency in various aspects.

I. COMMUNICATION SKILLS

This aspect assesses the competence in effective communication and enhanced exchange of ideas between the teacher and the students, fostering a healthy interpersonal relationship.

1. Am I able to exchange thoughts and ideas confidently?
2. Am I able to establish a connect by way of communication with the students?
3. Am I adept at transferring information which is understood by the receiver?
4. Am I able to augment the LSRW (Listening, Speaking, Reading and Writing) skills among the students for enhanced communication?
5. Do I know the concept of Body Language?
6. Am I able to apply syntactical, phonetic and semantic variations in classroom communication?
7. Do I adopt the latest trends in written communication in the classroom?
8. Do I apply the concept of Body Language in understanding student's behavior?
9. Am I able to apply innovative experiments and the latest trends in LSRW?
10. Am I able to conduct various activities related to communication skills?
11. Can I create resources that motivate students for improving their communication skills?
12. Can I generate Feedback mechanism for students for developing their communication skills?

II. CONTENT/ SUBJECT MATTER/ACADEMIC COMPETENCE

This aspect assesses the acumen of the teacher in the subject, planning and awareness of processes, strategies and resources to facilitate effective student learning.

1. Do I have a thorough understanding of the subject?
2. Am I aware of the learning objectives and learning outcomes of the subject?
3. Am I aware of the curriculum of the subject to be transacted?
4. Do I know the latest developments in the subject and apply them in my everyday teaching?
5. Do I have defined pedagogical plans for content delivery?
6. Do my pedagogical plans have scope for latest pedagogical techniques and use of ICT?
7. Am I able to use my knowledge to create the course content in interesting and diverse ways?
8. Am I able to adopt an inter-disciplinary approach to teaching?
9. Do I prepare proper and interesting lesson plans with progressive teaching learning techniques like collaborative learning, experiential learning, incorporation of art, sports, values, life skills and use of ICT?
10. Do I prepare differentiated instructional lesson plans to meet the needs of all types of learners in the class?
11. Do I contribute in the creation of resources that ignite the love for learning?
12. Do I create student centric learning resources?
13. Do I create multi-disciplinary content resources?
14. Do I create assignments that engage the students – hands-on learning?

III. LEARNING ENVIRONMENT CREATION COMPETENCY

For assessing competency to develop and contribute to a nurturing learning environment coupled with innovation and motivation to maximize active learning opportunities.

1. Do I have clear ideas about a healthy and engaging learning environment?
2. Do I organize my classroom in different ways (placement of desks and chairs) to maximize class interaction?
3. Do I have age-appropriate display boards in my class?
4. Can I perceive the pulse of the class?
5. Am I able to connect with the students and encourage interaction by being available for them?
6. Do I inspire, create enthusiasm and motivate the students and provide opportunities to them to bring out the best in them?
7. Do I assign challenging but achievable tasks to give students some control over their learning?
8. Do I arouse the curiosity among students and help them explore through experiential learning?
9. Can I instill confidence in every child and appreciate diversity?
10. Am I able to develop interpersonal skills among my students?
11. Do I take up such teaching learning activities which result in an interactive classroom?
12. Am I innovative and create / add something new to my teaching methodology from time to time?

IV. PROFESSIONAL DEVELOPMENT MEASURES

This aspect will assess efforts taken by a teacher to stay updated and develop proficiency and pursuit in the path of self-improvement.

1. Am I honest to myself and do a SWOT test?
2. Do I create a professional development plan for myself by identifying **SMART** (*Specific - Measurable - Attainable - Realistic - Time frame*) career goals?
3. Do I chart out a course of action for self-development?
4. Do I explore avenues to build up my teaching skills?
5. Do I seek help from seniors?
6. Do I learn from peers by regularly observing their classes and interaction with them?
7. Do I experiment with new teaching methodology?
8. Do I read books related to new pedagogical approaches?
9. Am I a part of cluster schools where inter-school lesson observation and sharing of ideas takes place?
10. Do I regularly and actively participate in the in-house training sessions?

V. DIGITAL COMPETENCY

This has been designed for understanding of current educational technology and its integration in instructional practices in order to maximize student learning.

1. Do I have digital competency - at least a basic level?
2. Do I keep abreast with the latest developments in the field of education technology?
3. Do I have a working knowledge of MS Word, MS Excel, PowerPoint, etc. that will ease work?
4. Do I manage time and enhance my knowledge base with the help of digital literacy?
5. Do I use web resources for content development and research?
6. Do I use technology enabled interesting activities/ resources for students?
7. Do I have digital tool(s) to measure/analyse the progress of the students in class?
8. Do I have all data, like students' details, new CBSE initiatives etc., stored online?
9. Do I have digital planning, monitoring and management of individual educational graph for every student?

VI. INCLUSIVE MEASURES

To know if the teacher demonstrates an ability to embrace and impart the appreciation of diversity, practicing inclusion in teaching practices and planning, thereby, counteracting prejudices.

1. Do I acknowledge and appreciate diversity and inclusion in my classroom?
2. Do I connect with and engage with a variety of students?
3. Do I prepare such lesson plans incorporating such activities that support the learning abilities of diverse learners in the classroom?
4. Do I provide participatory learning opportunities to all students?
5. Do I create flow chart/concept maps for conceptual understanding?
6. Do I discuss and decide on the role of the tutor and learner with the students?
7. Do I engage in shared planning and teaching?
8. Do I encourage peer- to-peer instruction and leadership?
9. Do I frame proper timelines to manage work?
10. Do I create channels of communication?
11. Do I strategically plan innovative and creative activities for differentiated learners?
12. Do I know strategies of inclusive/differentiated assessments?
13. Do I use more diverse modes of assessment with proficiency?
14. Do I create an environment of confidence that encourages students to ask for support outside of the classroom?

VII. GENDER SENSITIVITY

To assess if the teacher has a gender-sensitive outlook, equal academic and behavioral expectations from all learners, irrespective of their gender.

1. Am I sensitive towards the issue, through relevant knowledge and skills?
2. Do I know that gender sensitivity does not mean sensitivity towards one gender?
3. Do I have ample theoretical knowledge, practical skills to deal with gender

sensitive issues?

4. Am I aware of Child Rights?
5. Do I have bonding with the students to gauge their comfort level?
6. Do I create an atmosphere of gender equality in the classroom?
7. Do I take account of gender when planning activities?
8. Do I encourage activities that address this issue and raise awareness and acceptance of the other gender?
9. Do I discuss sensitive topics with the students and seek their ideas on how to resolve issues arising due to an insensitive approach?
10. Do I encourage and appreciate a broad-minded and balanced approach?
11. Do I contribute in the creation of quiz/role plays/activities to gauge the level of gender sensitivity in a classroom?
12. Do I pick newspaper clippings of news items and seeking opinions from the students on this topic?
13. Do I teach the students the values of gender equality and acceptance by using a variety of activities?

VIII. ETHICS SENSITIVITY

To assess if the teacher demonstrates an ability to develop positivity and empathy among students to help them incorporate an ethical approach during decision making processes.

1. Do I have an in-depth knowledge of child psychology and socially, legally, morally acceptable behavior?
2. Do I have awareness and identification of diversity in the classroom?
3. Do I have one on one interaction with the students to understand their level of sensitivity regarding ethics?
4. Do I have periodic follow up of the emotional quotient of the students?
5. Am I able to perceive and interpret any event/s in ways that lead to ethical action?
6. Am I able to enhance awareness and encourage the culture of Ethics Sensitivity?
7. Am I able to respond to the vulnerable students?
8. Do I know how to respect the issues among the students and keep them confidential, sharing them only with the school counselor or likewise?
9. Am I able to endorse ethical sensitivity as a type of everyday wisdom?
10. Am I able to prevent any kind of bias?
11. Do I organize open-ended discussions and seek solutions from the students to a given situation which involves ethical sensitivity - to visualize several alternative actions in response to that situation?
12. Am I able to create a team of students who act as Ethical Emissaries who are given the responsibility of the general welfare among peers?

IX. RESEARCH COMPETENCY

To assess the spirit of inquiry in a teacher, this competency explores and augments various pedagogical approaches and integrates the same in the teaching practices.

1. Do I try to understand the importance of research work in the teaching profession?
2. Am I able to identify areas for research in each subject?

3. Do I have knowledge and access to resource material required for research?
4. Do I maintain a broadminded and adaptable approach to explore new ideas?
5. Am I able to distinguish between specific research and random research and have clarity about the learning outcome?
6. Do I connect the ideas researched with the learning objectives?
7. Is the insight gained through research extended to the students at an appropriate level?
8. Do I encourage students to research on topics which form a part of their syllabus for comprehensive understanding?
9. Do I help students gain knowledge of diversity, multi-cultural teaching strategies, and socio-cultural ethos?
10. Do I encourage students to create a research environment to inspire reading, writing, analyzing, and sharing valuable information?
11. Do I help students' research to enhance their public awareness?
12. Do I encourage students to create connections between various subjects over a common topic?
13. Do I motivate the students to use it as a tool for constructing knowledge and for expediting learning?

X. PEDAGOGICAL COMPETENCY

To check if the teacher demonstrates an understanding of the various pedagogical innovations, an ability to integrate the subject across the various content areas of the curriculum and collaborates with peers for improved instructional strategies in the classroom.

1. Do I know the purpose, philosophy, attitude and style of pedagogical competency required for my students?
2. Am I able to deliver and maintain the quality of teaching?
3. Do I have sound current/ latest knowledge of the subject?
4. Do I have knowledge of student - learning and subject-based teaching and learning issues?
5. Do I have knowledge of Research-based teaching?
6. Am I able to apply this knowledge to transact the curriculum?
7. Am I able to connect theoretical knowledge to practical aspects?
8. Am I able to work under set rules and regulations with the aim of achieving targets and improving results?
9. Do I contribute to and take part in the pedagogical discourse?
10. Do I help in the creation of participatory learning activities?
11. Do I help in the creation of personalized learning - to undertake educational tasks? (*With personalized learning, individuals approach problems in their own way; grasp ideas at their own pace, and respond differently.*)
12. Do I help in the creation of a collaborative learning environment?
13. Do I cultivate creativity and innovation by exposing the students to new approaches?
14. Do I design relevant and real-world activities so that the students can connect with them?

XI. ASSESSMENT STRATEGIES

This aspect will check the competency for the use of appropriate tools and indicators to assess the learners effectively and monitor their progress.

1. Do I have clarity about Learning Outcomes or competency- based learning?
2. Do I understand the parameters of a good assessment strategy: Reliability, Validity, Standardization and Practicality?
3. Do I know the difference between Assessment 'for', 'of' and 'As' learning¹?
4. Do I connect Learning Outcomes with the Assessment Strategies?
5. Do I know various tools of Assessment?
6. Can I apply assessment strategies to know if a student has attained the intended competency?
7. Do I maintain a correlation among teaching, learning outcomes and assessment?
8. Do I design assessments modules and programmes in terms of learning outcomes?
9. Do I create types of assessments that will provide evidence of learning?
10. Do I apply varied assessment tools for improving achievement of Learning Outcomes?
11. Do I have hands-on assessment strategies connected with real-life situations?
12. Do I give concrete, 360-degree and timely feedback to students?
13. Do I use self-evaluation, peer evaluation and portfolio as assessment tools?

XII. BEHAVIOURAL/ CRITICAL THINKING/ ADAPTABILITY

This aspect will assess the teacher's aptitude to apply processes for critical thinking and problem-solving in order to consistently facilitate learners' collaborative, effective and independent thinking.

1. Do I model my behavior as a good role model for students?
2. Do I nurture critical thinking in all situations, including for the safety, security of the students?
3. Am I able to critically analyse student-supervisor-parent behavior and reflect on it?
4. Am I able to adapt to a given situation and be able to respond suitably?
5. Do I have knowledge and clarity about the role of a teacher?
6. Am I able to bring out the best in the students by leading by example?
7. Am I able to incorporate flexible thinking towards teaching and learning?
8. Am I able to help students to adapt to various surroundings and situations?
9. Am I able to manage the behavior of the students by teaching them life skills?
10. Do I help students to build interpersonal relations?
11. Am I able to create a congenial ambience in the classroom?
12. Do I help in the creation of cluster groups to manage behavior and accepting diversity?
13. Do I help in creating critical situations and asking the students to handle them with insight and vision?
14. Do I delegate my responsibility? **(I SHOULD NEVER.)**
15. Do I provide incentives for overall group performance, and use team-building activities that build identification with the group?

¹ Refer to NCERT Guidelines on Assessment at <http://www.ncert.nic.in/announcements/pdf/CCE-Guidelines.pdf>

XIII. PROMOTION OF CONSTITUTIONAL VALUES

To assess the capability of a teacher to inculcate an awareness and application of constitutional values among the learners and elicit the same during the teaching-learning processes.

1. Do I have awareness and respect for the constitutional values?
2. Do I cultivate among students a sense of respect for each other?
3. Do I ensure accountability, responsiveness and openness?
4. Do I respond to people's needs and encourage community participation?
5. Do I designate duties with objectivity and fairness-without any bias?
6. Do I pick up current topics seeking opinions from students?
7. Do I work for strengthening mechanisms to support integrity?

XIV. STAKE HOLDERS' SATISFACTION

To assess if the teacher is responsible and co-operative in his/her behavior towards the management, parents, staff and students.

1. Do I know about the needs of all stakeholders?
2. Do I know about the rights of management, parents, staff and students?
3. Do I know about the importance of keeping stakeholders engaged?
4. Do I work towards meeting the needs of all stakeholders?
5. Do I work in tandem with them?
6. Do I take them into confidence?
7. Do I create happy and satisfied stakeholders?
8. Have I created channels of two-way communications with all stakeholders?

XV. CONDUCT OUTSIDE CLASSROOM

This aspect will assess if a teacher adheres to the policies and practices supporting collaboration, ethical demeanor and professional integrity directed towards the improvement of self and organization.

1. Do I try to facilitate cooperation within the faculty?
2. Do I contribute to the determination and implementation of educational policies?
3. Do I help associates with constructive ideas?
4. Do I make sure to not interfere with the classroom affairs of other colleagues?
5. Do I keep information that I may have of my associates' confidential?
6. Do I go through the proper channels to transact school business?
7. Do I avoid trivial conversation about my partners/parents/students/colleagues?

XVI. CONDUCT IN CLASSROOM

To assess if a teacher demonstrates the ability to create a co-operative and supportive environment through positive management of student behavior.

1. Do I accept each child's unique self?
2. Do I make every child feel a sense of belonging?
3. Do I have trust in my students' ability?
4. Do I let them know I care for them?
5. Do I make children feel that all of them have something to contribute in the classroom?

6. Do my students share their problems with me?
7. Do I help them to have acceptance towards one another, despite differences?
8. Do I make sure everyone in the classroom assumes some responsibility?
9. Do I help the group to maintain a code of behavior and conduct in the classroom?
10. Do I help children to love to learn?

XVII. ETHICAL STANDARDS

To know if a teacher demonstrates integrity and impartiality while executing professional responsibilities as well as exhibits appreciation in the success and development of peers.

1. Do I treat every child without prejudice or bias?
2. Do I respect a student's or a group of students' trust?
3. Do I refrain from using my position to promote sectarian views and partisan policies?
4. Do I pay heed to the views of parents?
5. Do I avoid making comments that would discredit parents' views?
6. Do I exercise my right to participate in the school's policy processes?
7. Do I support school policies once they have been determined?
8. Am I kind, tolerant and loyal in my dealings with professional associates?
9. Do I take pride in my associates' achievements?
10. Am I discreetly criticizing?
11. Am I proud of my work?

XVIII. AWARENESS ABOUT CBSE'S POLICIES

This aspect will assess the teacher's awareness about CBSE's policies, websites, important initiatives, assessment practices etc.

1. Am I aware of the recent circulars issued by CBSE?
2. Do I know about Hubs of Learning?
3. Do I have information about subject-change procedure?
4. Do I know about the subject-combinations students cannot opt for?
5. Am I aware of the latest pedagogical practices recommended by CBSE?
6. Do I know that I have to make an annual pedagogical plan for each of the subject/s and grades I teach?
7. Am I aware of the Guidelines on Experiential Learning and Art- Integrated Learning released by CBSE?
8. Do I know about the eligibility criteria for students for taking Board examinations?
9. Am I aware of the CBSE circular on Strengthening Assessment Practices?
10. Am I aware that I should facilitate one period of mandatory sports per day as class teacher?
11. Do I know which website to refer for academic inputs by CBSE?
12. Do I know about the CBSE website for examination, administration or affiliation?